A Practical Guide to Establishing Teacher-Course-Student Connections

A Tool to Assist in the Development
Of Policies and Practices for
Identifying Contributing Educators

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INTRODUCTION

Many of Rhode Island's reform efforts require that teachers have accurate, timely, and easily accessible information at their fingertips. Teachers' days are filled with competing demands for their time and attention. We expect them to know their students well and provide individualized instructional support based on each child's unique learning needs. These high expectations must be buttressed with the technology supports to make this work more efficient, if not easier. Our administrators, concurrently, are expected to manage their schools in ways that ensure every student has an effective teacher and that staff assignments are made in the best interest of students. Further, with limited funding administrators must be informed consumers of programs, strategies, and professional development offerings so that resources are used wisely. They, too, need access to data and information that can facilitate decision-making.

Technology and data can support this work. However, they will be useful only when built on accurate data that supports the intended uses. The core of this process begins with clear *Teacher-Course-Student*, (TCS) connections. The TCS will allow us to populate our Instructional Management System (IMS) and our Educator Performance and Support System (EPSS) so that we can begin to use classroom-level data to inform our school, district and state-level decisions about policy, practice, and resources.

To be clear, we will have the data and systems to answer questions such as:

- How do patterns of math classes at the middle level impact success in high school algebra?
- Which summer school courses lead to improved student achievement the following year?
- Which students appear to be on-track to end-of-year proficiency?
- How does a student's growth on NECAP compare to that of his/her peers?

In this environment, educators and technology coordinators must be equally informed about the purposes and uses of all data collections. The connections between teachers and their students are critical to using the Instructional Management System, determining growth scores for Median Growth Percentiles, and accessing the Educator Performance and Support System. There are two important terms that will be used throughout this document. They are:

1. **Teacher of Record:** The teacher of record is the teacher responsible for content instruction and determining student grades. Typically the teacher of record is the designated educator identified as "highly qualified" for federal reporting purposes. Typically one teacher is identified as a teacher of record for a class or course.

2. **Contributing Educator:** A contributing educator is the teacher who has an assignment that is expected to contribute to the literacy or mathematics development of students. Many teachers may be identified as contributing educators for a class or course.

TEACHER-COURSE-STUDENT (TCS) ROSTERS

Teachers and administrators will also be able to access student information through Rhode Island's Instructional Management System (IMS). The IMS will provide district curriculum, formative assessment modules, interim assessments, and local assessment data to guide daily decision-making, inform intervention planning, collect evidence of effectiveness (Response to Intervention) and practice. Similarly, the Educator Performance and Support System (EPSS) will provide access to all professional goals, SLOs, rubrics, and data associated with the evaluation model. The Rhode Island Model of Educator Evaluation calls for annual evaluations for all teachers, with a focus on educator-evaluator collaboration and feedback to fuel professional growth, and specific goals and objectives to measure progress. The Educator Performance and Support System (EPSS) will allow teachers to set goals and objectives for the specific students who are on their rosters.

The IMS and EPSS will require teacher-course-student rosters for all teachers and administrators in a district. These rosters will allow an educator to have a single sign-on for both systems. The sign-on will comply with all security and access decision associated with each tool. Therefore, beginning with the 2011-2012 school year, every district must identify who will be involved, what level of responsibility is associated with each person involved, and how the process will work to submit and verify rosters for educators in grades 3 through 7. The work done this year will position districts to submit and verify teacher-course-student rosters for all corer area teachers in grades K-12 in the 2012-2013 school year.

SUBMITTING AND VERIFYING ROSTERS

RIDE has developed a data collection process for collecting teacher-course-student rosters. This process will take into account the rosters needed for all teachers to have access to the IMS and EPSS and the additional coding that would be needed for teachers who are contributing educators. Teachers and principals will also verify rosters to ensure all information is accurate. District leadership will sign off to confirm that all processes have been followed and information is accurate.

CONTRIBUTING EDUCATORS FOR EDUCATOR EVALUATION

Rhode Island's Educator Evaluation Standards require that judgments about effectiveness must rest primarily on student growth and learning. There are two approaches that will be used to inform student growth and learning. The first is through Student Learning Objectives. The second data source will be derived from Median Student Growth Percentiles. The Median Student Growth Percentiles are available in literacy and mathematics for students in grades 3 through 7. More information on the methodology for calculating student growth percentiles can be found on RIDE's website, (provide URL). As we move from NECAP to PARCC assessments we anticipate that we will expand the use of growth scores to the high school level.

A "contributing educator" is the term used to describe an educator who has an assignment that is expected to contribute to the literacy or mathematics development of students. This document includes procedures for determining which educators contribute to literacy or mathematics learning. These guidelines were developed based on feedback gathered from educators over the past year.

"Contributing Educator" Guidance

The following guidelines present the minimum requirements for identifying who is a Contributing Educator:

1. Teachers in grades 3 through 7 who teach English language arts/literacy and/or mathematics are "contributing educators"

Co-Teaching Educators

2. Two educators who co-teach English language arts/literacy and/or mathematics will both be "contributing educators" for the same group of students. (Combinations may include general educators, special educators, ESL educators, etc.)

Special Educators

3. Special educators who provide interventions based on a student's IEP (regardless of location) is a contributing educator for the student or group of students receiving intervention in English language arts/literacy and/or mathematics
4. Special educators who are the teacher of record in English language arts/literacy and/or mathematics are also the contributing educators in these content areas

Example: Teacher A is a Special Educator

Teacher A has a total class roster that includes nine students. She is contributing educator for some students in English language arts/literacy and a contributing educator for some students in mathematics. The data submission must take into account all of these features.

Complete Student Roster	Contributing Educator Language Arts/Literacy	Contributing Educator Mathematics
1. Kevin	x	X
2. Jessica	x	
3. Bob		X
4. Susan		X
5. Joshua	x	X
6. Lisa	x	
7. George		
8. Ed		
9. Tim	x	

Reading Specialists

5. Reading specialists for English language arts/literacy

ESL/Bilingual/Dual Language Educators

6. All ESL teachers are contributing educators for ELA
7. Bilingual/dual language teachers who teach an ESL or English component are contributing educators for English language arts/literacy
8. When ESL and bilingual/dual language teachers are teaching mathematics such as a sheltered ESL mathematics class or an elementary Spanish classroom in a dual language strand, they would also be contributing educators for mathematics
9. ESL and bilingual/dual language teachers who are teaching science are contributing educators for mathematics when the science content also maps to mathematics standards
10. All ESL and bilingual/dual language teachers who co-teach a mathematics class are contributing educators for mathematics
11. ESL and bilingual/dual language teachers who co-teach a science class are contributing educators for mathematics when the science content also maps to mathematics standards

Clarifications

1. Long-term substitute teachers are contributing educators if they meet the guidelines defined in this document.
2. Student teachers are not contributing educators. The supervising teacher is the contributing educator.
3. Students may be assigned to as many educators as needed. For example, one student may have multiple educators supporting their English language arts/literacy development, (e.g. general educator, reading specialist, special educator, English language educator, and social studies teacher).
4. Some teachers may co-teach either formally or informally, (e.g. divide students between both classrooms and re-group both classrooms of students for mathematics. In either case, they are considered contributing educators for literacy (ELA) and/or mathematics as the case may be.
5. Special educators are only contributing educators for students whom they teach.
6. Instructional coaches who only work with adults are not contributing educators.

In addition, each LEA must identify any additional Contributing Educator connections based on instructional model and assignments made in their LEA. These decisions must be made based on expectations within an LEA and should be codified and shared with all staff so that there are accurate and consistent data submissions.

1. Middle Schools must determine their instructional model and identify "contributing educators" based on that model. For Example*

If your middle school instruction model is described as	***Then contributing educators are…***
Teaching teams which are expected to plan and coordinate units of study collaboratively.	The most common is that English Language Arts, Social Studies and where appropriate special education and ELL teachers contribute to the English language arts/literacy development of their students. Similarly, mathematics, science and where appropriate special education and ELL teachers contribute to the mathematics development of their students.
Teaching teams which are expected to plan and coordinate units of study collaboratively across all core content areas.	All teachers on the team would be considered "contributing educators" in both English language arts/literacy and mathematics.

If your middle school instruction model is described as	*Then contributing educators are…*
Teachers who are responsible only for their content area and there is no expectation that English language arts/literacy or mathematics is integrated across content areas.	Teachers of English language arts and mathematics would be identified as "contributing educators".

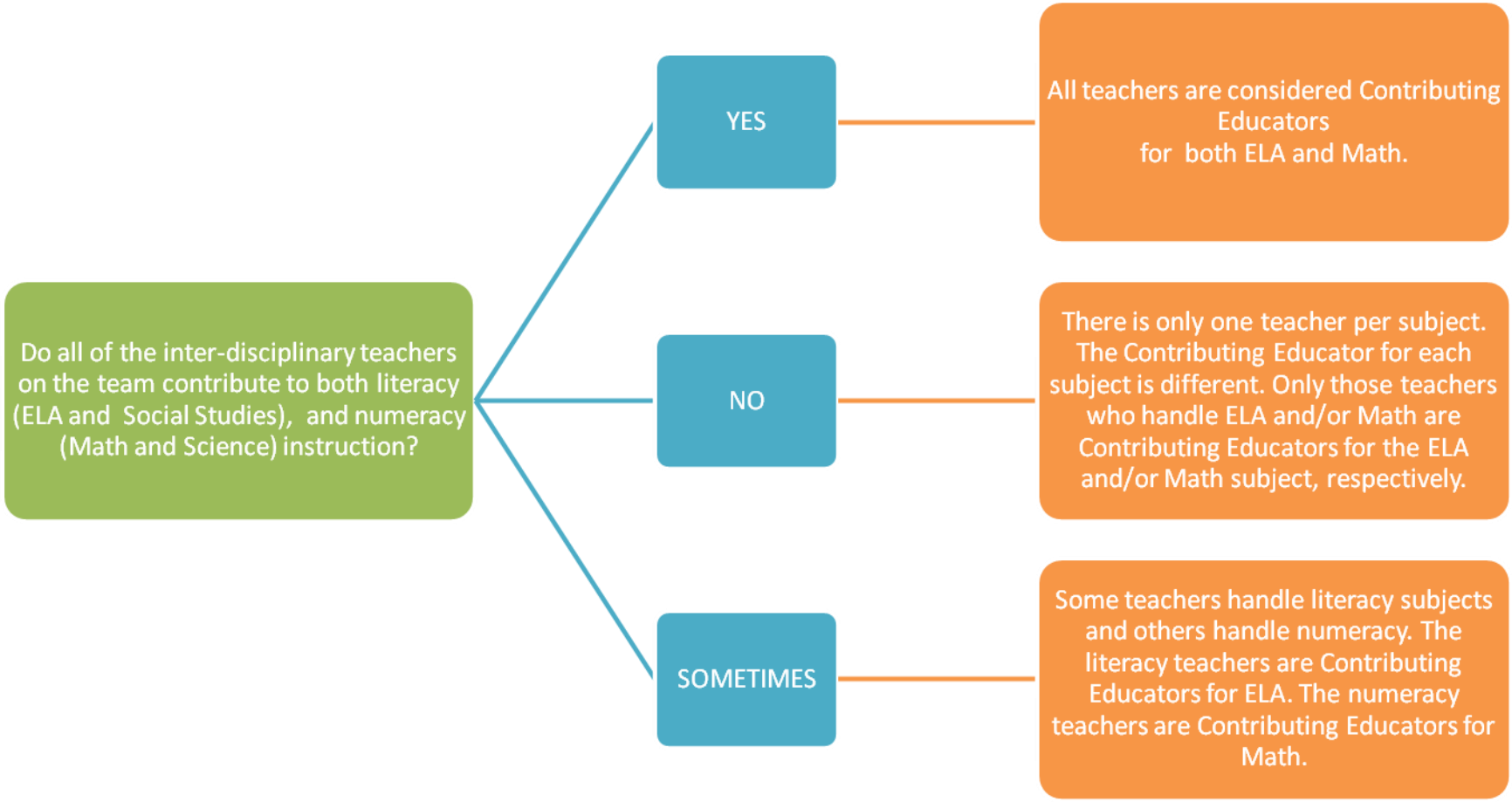
*These are only examples. There may be other instructional models in your district that account for different teachers being responsible for English language arts/literacy and/or mathematics development.

2. School librarians have different roles depending on the district's structure. Districts must clarify whether their school librarians are expected to contribute to the literacy development of students in which case they should be listed as a contributing educator to all of the students in the school. Or, whether the school librarians manage the library and don't explicitly teach literacy skills of research, writing, or reading in which case they will be evaluated as a support professional.

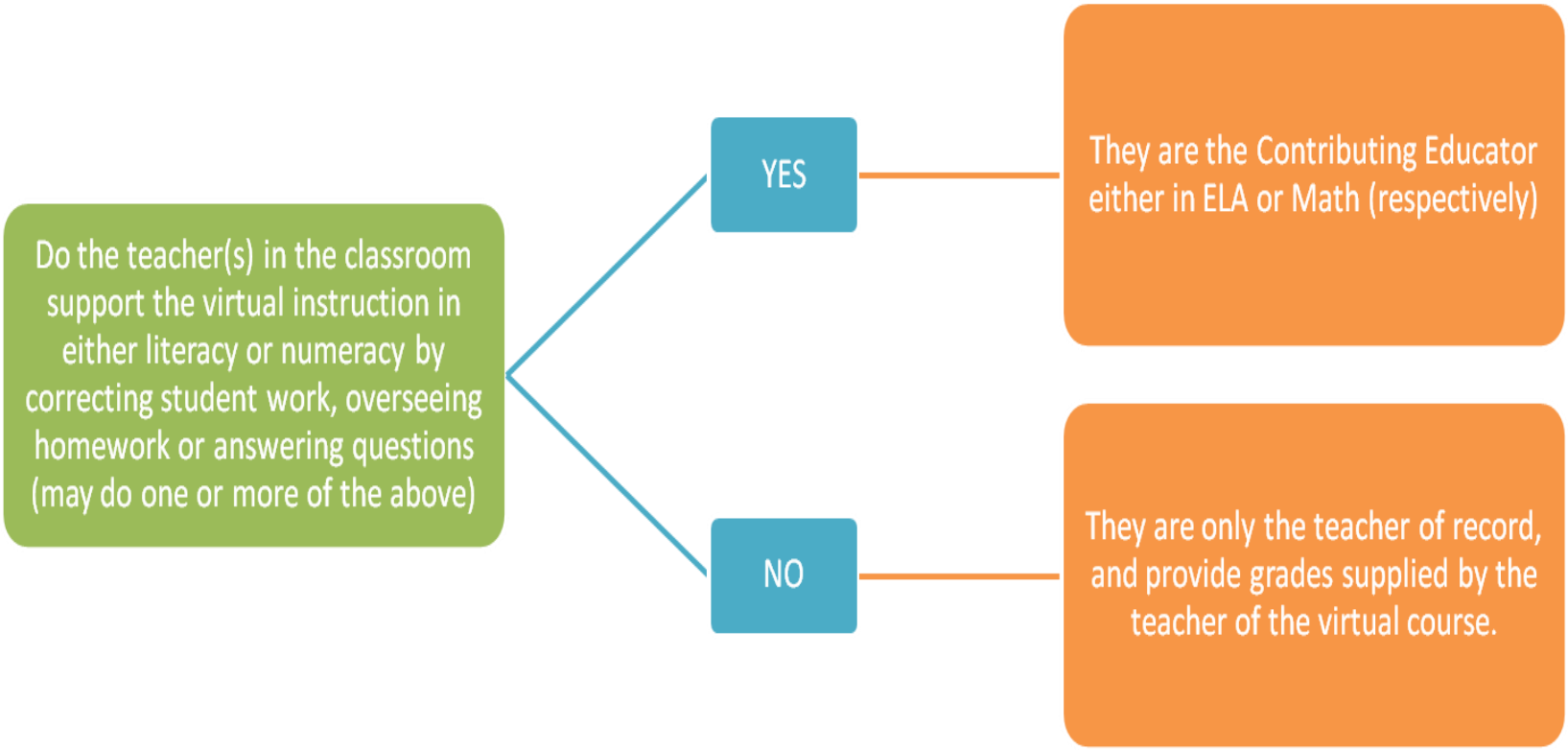
3. Some districts have asked if it's possible to identify all educators as "contributing educators" for English language arts/literacy or mathematics or both content areas. That is possible. The district would have to provide student rosters for all students every educator teaches so that Median Growth Percentiles can be calculated for each educator's specific student roster.

4. Educators who facilitate virtual learning classrooms by providing instructional support or correcting assignments in either English language arts/literacy or mathematics are "contributing educators".

Scenario: We are a middle school with a team of inter-disciplinary teachers. Who is the Contributing Educator?



Scenario: We offer courses through virtual learning. Who is the contributing educator?



TIMELINES FOR TEACHER-COURSE-STUDENT (TCS) ROSTERS

S C H O O L Y E A R

	2011-12	2012-13	2013-14	2014-15
Purpose	Growth Percentile	Growth Percentile IMS EPSS Interim Assessments	Growth Percentile IMS EPSS Interim Assessments	Growth Percentile IMS EPSS Interim Assessments
Data Need	All grade 3-7 contributing educators in ELA and Math updated daily.	All PK-12 educators in all subject s and updated daily.	All PK-12 educators in all subjects updated daily.	All PK-12 educators in all subjects updated daily.
RIDE's Role	Data requirements Policy for contributing educators Decision rules for MGP	Develop online verification process for rosters	Issue first Growth Percentiles	Issue Growth Percentiles
LEA's Role	Identify system gaps Inform all educators Verify rosters Promulgate local policies consistent with RIDE policy for contributing educators Develop protocols and processes to collect rosters.			